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ELECTRONIC THESIS AND DISSERTATION UNSYIAH

TITLE

THE USE OF PRE-QUESTIONING STRATEGY IN TEACHING READING COMPREHENSION (AN EXPERIMENTAL STUDY AT IAIN AR-RANIRY BANDA ACEH)

ABSTRACT

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Rusmiati, 2013, The Use of Pre-questioning Strategy in Teaching Reading Comprehension (An Experimental Study at IAIN Ar-Raniry Banda Aceh). Thesis. Graduate Program in English Language Education, Syiah Kuala University, Darussalam, Banda Aceh.

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Key words: Pre-questioning and Reading

The objective of this study is to investigate the effect of implementation of pre-questioning strategy to the reading ability of the second year students of English department of IAIN Ar-Raniry Banda Aceh. The main purpose of the study is to know if the students who were taught by applying pre-questioning achieve a better performance on reading comprehension as compared to those who were not. For this purpose, there were two classes taken as the sample, namely a control group which consists of 29 students and an experimental group that consists of 25 students. In addition, the data were collected through quantitative and qualitative method. The quantitative data were obtained from the result of the pre-test and the post-test scores of the students' reading. The qualitative data were obtained from the questionnaire distributed at the end of teaching to identify the students' perception toward the implementation of pre-questioning strategy in reading class. The result of the quantitative data analysis can be seen from the result of the post-test for each group in which the mean of the post-test scores of the experimental group is 86,2 while the mean of the post-test scores of the control group is 62,6. By comparing t-test score and t-table score, it shows that the result of t-test is 10,31 while the result of t-table at a level of significance with $\alpha = 0,05$ is 2,021. It shows that t-test score is higher than t-table score, namely $10,31 > 2,021$. It can be concluded that the students who were taught by using pre-questioning strategy have a better performance in reading proficiency than those who were not. The analysis of the questionnaire data also shows that the students enjoyed practicing pre-questioning which is indicated by their good response on the positive statements concerning the pre-questioning strategy in which by referring to Likert scale, 7 statements belong to strongly agree and the 3 others belong to agree.